

**ASSESSMENT OF TEACHERS ABSENTEEISM ON PUPILS LEARNING IN
PUBLIC PRIMARY SCHOOLS IN LONGIDO DISTRICT**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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CERTIFICATION

The undersigned, certifies that, he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: “*Assessment of Teachers Absenteeism on Pupils Learning in Public Primary Schools in Longido District*” in fulfillment of the requirements for the Degree of Master of Education Administration, Planning and Policy Studies of the Open University of Tanzania.

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DECLARATION

I, **Daniel Geoffrey Temu**, do hereby declare that this dissertation is my own work and it has not been presented, and will not be presented to any other University or Institution for a similar or any other degree award.



.....

Signature

.....

Date

DEDICATION

Success is neither an overnight nor day dream, it is the result of hard working, self-commitment, patient, and being humble in any how to accomplish your mission. This work is dedicated to my beloved father Geoffrey Temu and my mother Atu Temu as well as my wife Madam, Grace and my children namely; Griffith, Jersey, Hope and Melkisedeki.

ACKNOWLEDGEMENT

It is my obligation to acknowledge that the completion of this work resulted from efforts of many individuals. Unfortunately, not everyone can be mentioned by name due to the limited space.

The foremost special thanks should go to my almighty God without him nothing could be possible regardless of my effort. Also my supervisor Dr, Hyasinta Kessy for her careful and serious intellectual guidance, which helped to accomplish this dissertation. I have learnt a good lesson from her, she is such a caring and an interesting teacher.

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ABSTRACT

The study aimed at assessing the effects of teachers' absenteeism on pupils' academic performance in primary schools in Longido District. Specifically, the study aimed, to identify the status and causes of absenteeism among primary school teachers in Longido district, to examine the extent to which teachers' absenteeism affect syllabus coverage in primary schools in Longido District, to asses on how teachers' absenteeism affects pupils' academic performance in primary schools in Longido District, and to identify good practices that may help to reduce teacher absenteeism in primary schools in Longido District. The study employed mixed research approach, using causal comparative as the research design. Data were collected using questionnaire administered to 40 teachers'; Interview was conducted to 8 heads teachers, 5 WEO's, 1 DEO and 1 Head of TSC. Documents on absenteeism were obtained from eight selected primary schools. Using Statistical Package analyzed the study for Social Sciences, descriptive statistics as well as qualitative means of analyzing data. The results have noted that some teachers' attend to school but do not teach in classes, 95% of teachers who are always absent do not complete their syllabus, hence denies pupils right to cover primary school curricula. 97% of all respondents agreed that teachers' absenteeism is direct related to poor academic performance of pupils in primary schools. Lastly, the study recommends that, teachers should highly be motivated. Moreover, in view of the findings, introducing of biometric attendance register may be a solution to reduce absenteeism, thus making them available to improve pupils' academic performance.

Keywords: Teachers Absenteeism, Pupils Learning, Public Primary Schools, Longido District

TABLE OF CONTENTS

| | |
|---|-------------|
| CERTIFICATION | ii |
| COPYRIGHT | iii |
| DECLARATION..... | iv |
| DEDICATION..... | v |
| ACKNOWLEDGEMENT..... | vi |
| ABSTRACT | vii |
| LIST OF TABLES | xii |
| LIST OF FIGURES | xiii |
| LIST OF ABBREVIATIONS AND ACRONYMS | xiv |
| CHAPTER ONE | 1 |
| INTRODUCTION AND BACKGROUND TO THE PROBLEM | 1 |
| 1.1 Introduction..... | 1 |
| 1.2 Background of the Problem | 1 |
| 1.3 Statement of the Problem..... | 4 |
| 1.4 Objectives of the Study | 6 |
| 1.4.1 General Objective | 6 |
| 1.4.2 Specific Objectives | 6 |
| 1.5 Research Questions..... | 7 |
| 1.6 Significance of the Study | 7 |
| 1.7 Scope/ Delimitations of the Study | 8 |
| 1.8 Limitations of the Study | 8 |
| 1.9 Definition of Key Terms..... | 9 |
| 1.10 Conceptual Framework of the Study | 10 |

| | | |
|-----------------------------------|--|-----------|
| 1.10.1 | Input Variables..... | 11 |
| 1.10.2 | Process Variables..... | 11 |
| 1.10.3 | Outcome Variable | 12 |
| CHAPTER TWO | | 13 |
| LITERATURE REVIEW | | 13 |
| 2.1 | Introduction..... | 13 |
| 2.2 | Theoretical Literature | 13 |
| 2.2.1 | The Attachment Theory | 13 |
| 2.2.1.1 | Objectives and Assumptions of the Theory | 15 |
| 2.2.1.2 | Relevance of the Theory to the Study..... | 15 |
| 2.3 | Empirical Literature | 17 |
| 2.3.1 | Causes of Absenteeism among Primary School Teachers..... | 17 |
| 2.3.2 | Effects of Teachers Absenteeism to Syllabus Coverage | 19 |
| 2.3.4 | Teachers Absenteeism Versus Students Performance | 20 |
| 2.3.5 | Strategies to Reduce Teachers Absenteeism in Schools..... | 22 |
| 2.3.5.1 | Improving Teachers Incentives..... | 22 |
| 2.3.5.2 | Improving Teachers Monitoring and Evaluation Methods..... | 23 |
| 2.3.5.3 | Formal Disciplinary Actions..... | 24 |
| 2.3.5.4 | Strengthen School Inspectorate Department..... | 25 |
| 2.4 | Synthesis and Research Gap | 25 |
| CHAPTER THREE | | 26 |
| RESEARCH METHODOLOGY | | 26 |
| 3.1 | Introduction..... | 26 |
| 3.2 | Research Area | 26 |

| | | |
|---|--|-----------|
| 3.3 | Research Approach | 27 |
| 3.4 | Research Design | 27 |
| 3.5 | Target Population..... | 28 |
| 3.6 | Sample Size and Sampling Technique..... | 28 |
| 3.6.1 | Sample Size..... | 28 |
| 3.6.2 | Sampling Techniques..... | 30 |
| 3.7 | Data Collection Methods and Instruments..... | 31 |
| 3.7.1 | Interview | 32 |
| 3.7.2 | Questionnaires | 32 |
| 3.7.3 | Questionnaire Instrument..... | 32 |
| 3.7.4 | Documentary Review | 33 |
| 3.7.5 | Documentary Review Schedule..... | 33 |
| 3.8 | Validity and Reliability of Research Instruments..... | 34 |
| 3.9 | Ethical Issues | 34 |
| 3.10 | Data Analysis Procedures | 35 |
| CHAPTER FOUR..... | | 36 |
| DATA PRESENTATION, ANALYSIS AND DISCUSSION | | 36 |
| 4.1 | Introduction..... | 36 |
| 4.2 | Instrument Return Rate | 36 |
| 4.2.1 | Respondents Demographic Information | 37 |
| 4.3 | Causes of Teachers Absenteeism in Primary School in Longido District..... | 38 |
| 4.4 | The Extent to which Teachers Absenteeism Affect Syllabus Coverage in Primary Schools in Longido District..... | 39 |
| 4.5 | How Teachers' Absenteeism Affects Pupils Academic Performance | |

| | | |
|-------|--|-----------|
| | in Primary Schools in Longido District | 41 |
| 4.6 | Measures that can help to Reduce Teacher Absenteeism in Primary Schools in Longido District | 42 |
| 4.7 | Discussion of Findings..... | 43 |
| 4.7.1 | Causes of Teachers Absenteeism in Primary schools in Longido District | 44 |
| 4.7.2 | The Extent to Which Teachers’ Absenteeism Affect Syllabus Coverage in Public Primary Schools in Longido District..... | 45 |
| 4.7.3 | How Teachers’ Absenteeism Affects Pupils’ Performance in Public Primary Schools | 45 |
| 4.7.4 | Measures That Can Help to Reduce Teacher Absenteeism in Public Primary Schools in Longido District | 47 |
| | CHAPTER FIVE | 49 |
| | SUMMARY, CONCLUSIONS AND RECOMMENDATIONS | 49 |
| 5.1 | Introduction..... | 49 |
| 5.2 | Summary | 49 |
| 5.3 | Conclusion | 51 |
| 5.3.1 | Recommendations..... | 51 |
| 5.3.2 | Recommendations for Further Studies | 52 |
| | REFERENCES..... | 53 |
| | LIST OF APPENDICES | 59 |

LIST OF TABLES

| | |
|---|----|
| Table 3.1: Sample Size and Sample Distribution | 29 |
| Table 4.1: Instrument Return Rate | 37 |
| Table 4.2: Respondents' Distribution by Sex | 37 |
| Table 4.3: Causes of Teachers Absenteeism in Primary Schools | 38 |
| Table 4.4: The Extent to which Teachers' Absenteeism Affect Syllabus Coverage ... | 40 |
| Table 4.5: How Teachers Absenteeism Affect Pupils Academic Performance..... | 41 |
| Table 4.6: Measures to Curb Teacher Absenteeism | 43 |

LIST OF FIGURES

| | |
|--|----|
| Figure 1.1: Conceptual Framework | 10 |
|--|----|

LIST OF ABBREVIATIONS AND ACRONYMS

| | |
|-------|--|
| \$ | United States Dollar |
| BECE | Basic Education Certificate Examination |
| CRCT | Criterion Reference Competency Test |
| D.E.O | District Education Officer |
| Km | Kilometer |
| MoeVT | Ministry of Education and Vocational Training |
| NCTQ | National Council on Teachers Quality |
| SPSS | Statistical Package for Social Science |
| T.S.C | Teachers' Service Commission |
| URT | United Republic of Tanzania |
| US | United States |
| UTSEP | Uganda Teachers and School Effectiveness Project |
| WEC | Ward Education Coordinator |

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE PROBLEM

1.1 Introduction

The chapter presents the background of the study, statement of the problem, purpose, general and specific objectives, and research questions to be investigated. Also the chapter provides conceptual framework, which guide the study, the research problem, and significance of the study, definition of key terms, scope, and delimitation of the study.

1.2 Background of the Problem

The term absenteeism is defined as, a non – attendance at work where work attendance is scheduled, thus the concept involves a lot of issues such as sickness absence leave, various special leaves, unplanned absence, being fit physically but not attending duties, coming late and leaving workplace earlier before official time and the like. Absenteeism may also include time lost in work disputes (Royal Australian College of Physicians, 1999).

Teacher absenteeism is measured by counting the number hours or days teachers were absent from school as well as classroom in a given year, including sick leave, bereavement leave, and the official yearly leave, (Finlayson, 2009). Teachers' absenteeism has been a significant problem leading to wastage of many resources and making poor academic performance among the youth. The problem affects not only developing countries but also has been a great concern in the developed world.

Porres (2016) shows that average teacher missed 11 school days out of 186 days per year; also one out of six teachers missed 18 or more days in school per year.

Shocking levels of teacher absenteeism exist in the developing countries. For example, Patrinos (2013) in his report titled “The Hidden Cost of Corruption: Teacher Absenteeism and Loss in Schools” found that, at primary school level, teachers absenteeism ranges from 11% to 30% in Uganda, while in Ecuador there was 53% absence of teachers that was unexcused. It is also revealed that, in India annual leave, medical leave and other sanctioned reasons accounted for only 10% of absenteeism. In Indonesia one third of teachers were found to be absent because of illness or legitimate leave, (Patrinos 2013), the author concluded that, regardless of the reasons, the real losers are the students who yearn for an education but end up receiving no instruction.

Tessa, *et al.*, (2016) in the study conducted from seven Sub-Saharan African countries found that, 45% teachers were absent from class. Two countries among the seven countries studied were found that more than half of the teachers were absent and only in one country –Nigeria- absence was observed to be below 30%. The authors further explained that, absence from school was about as common as being present in the school as well as absent from the class. This implied that, of the 8 out of 10 teachers assessed and found in school, only 6 were actually teaching.

Tessa *et al* (2016) further explains that, when a big number of teachers are not teaching, unsurprisingly, a big number of classrooms will only be occupied by

students. Hence on average, across countries every classroom was an orphaned classroom i.e. the teacher was missing. Tessa et al (2016) noted that, the percentage of the lesson lost in non-teaching activities varied from 16% in Nigeria to 3% in Togo. Hence, students were taught on average 2 hours and 41 minutes per day or roughly half of the scheduled time. Again, estimated instructional time varies from 3 hours and 15 minutes in Togo to about an hour and half in Mozambique. Although it was found that, absenteeism rate appeared to be remarkably stable over time in some countries like Uganda and Tanzania, and more teachers are in school, but despite of being in school, they were less likely to be in the classroom (Tessa *et al*, 2016). More clarification can be observed in Table 1.1 showing different forms of teachers' absenteeism and how it is practiced.

Table 1.1: Teachers Absenteeism in 8 Sub-Saharan Countries

| | All | Uganda | Kenya | Nigeria | Togo | Mozambique | Tanzania (2 nd) | Senegal | Tanzania (1 st) |
|---|--------|--------|--------|---------|--------|------------|--------------------------------|---------|--------------------------------|
| Absence from class (%) | 45 | 57 | 47 | 25 | 38 | 61 | 47 | 31 | 52 |
| Absence from school (%) | 23 | 30 | 16 | 16 | 23 | 46 | 14 | 18 | 23 |
| Absence from classroom(%) on conditional of being in school | 28 | 39 | 37 | 11 | 22 | 29 | 39 | 3 | 31 |
| Scheduled teaching time | 5h 26m | 7h 13m | 5h 31m | 4h 44m | 5h 28m | 4h 17m | 5hrs 44m | 4h 37m | 5h 43m |
| Time spent teaching | 2h 41m | 2h 56m | 2h 30m | 3h 10m | 3h 15m | 1h 41m | 2h 57m | 2h 40m | 2h 16m |
| Orphaned classrooms | 48 | 52 | 44 | 52 | 48 | 55 | 37 | - | - |
| Observations | 2527 | 319 | 239 | 458 | 147 | 203 | 387 | 387 | 387 |

Source: Tessa et al (2016)

Key: %- percentage; Mins =minutes, h =hours

Table 1.1 shows different forms of absenteeism practices among teachers in 8 selected sub-Saharan African countries. The country with highest classroom absenteeism was Mozambique (67%), while Nigeria had the lowest classroom absenteeism of only (25%). In terms absence rate from school, Mozambique had

many cases (46%) while Tanzania had (14%). In terms of absence from classroom on the conditional of being in school, Uganda rated the leading (39%) and Nigeria had only (11%). In terms of time spent in teaching, Mozambique teachers spent fewer hours in classes (4:41 hrs) while in Togo it was (3:15 hours). General observations show that Nigeria was leading in absenteeism with a total of 458 observations while Togo had the lowest cases (147 observations).

A study done in Uganda reveals that only 6% of schools were reported to have teacher absenteeism which appears to be frequent in about 40%, (TISSA, 2013). The same study was done in Kenya whereby, one in ten teachers were absent from school at any one time and as many as one in ten schools have a daily teacher attendance rate of less than 70% (Uwezo, 2012). Tanzania is not excluded from the workplace teachers' absenteeism; the problem is common and rampant in both primary and secondary levels of education. According to Kiufunza (2017) during their surprise visits to primary schools in 2016, it was revealed that, 41% of teachers were in class, 27% were not in class and 32% were found in school but out of class. The estimated total cost of teacher's absenteeism from school is 793 billion Tanzanian shillings every year (Kiufunza, 2017). The above evidence shows that government spends a lot of money through teachers who cannot work effectively causing poor academic performance in the national education system.

1.3 Statement of the Problem

Teachers absenteeism is a common problem that affects all levels of education especially primary education system in Tanzania and worldwide. Workplace absenteeism among teachers is a burning issue, which directly affects students'

performance and results into poor societal economy. To ensure effective basic education, Tanzanian government have been employing primary school teachers in large number and distribute them equally although they have never been enough to solve the challenge of shortage of teachers. Thus, students' academic performance has remained poor, and among one of the reason is teachers' absenteeism. The problem of teachers' absenteeism happens because teachers are main determinant to students' performance in academic.

Various scholars, and institutions have done researches on workplace absenteeism in Tanzania, For example Ministry of Education and Vocational Training (2010) in their annual report revealed that absenteeism according to data from primary and secondary schools in 2010 was 10% and 13% respectively. Also according to United Republic of Tanzania (2016) data for pre-primary, primary and secondary education statistics, revealed that absenteeism among teachers does not only exist in primary and secondary level but also even at pre-primary level, For instance, teacher absenteeism in pre- primary school level in Tanzania, Dar-es-salaam, Mwanza and Kigoma regions were 42%, 36% and 33% respectively (URT, 2016). Generally, at least 2 teachers in 10 are absent from school in any given school day (UWEZO, 2013).

In addition the rate of absenteeism in Tanzania has impact on the country's economy. In The Citizen newspaper Tegambwage's article contends that in his pamphlet of May 2017, by TWaweza a non-governmental organization working in Tanzania, Kenya, and Uganda has published shocking results of an investigation into "paying

teachers their full monthly salaries for contracted services that are only half delivered in Tanzania.” The data were from public primary schools in years 2015 and 2016 which targeted standard 1 to 3. According to the investigation there was 46% absenteeism in 2016, given that a standard 1 to 3 teacher costs on average of Tsh 9 million per year.

Despite of so many studies on absenteeism the problem still persist in Tanzania. Hence, this is the reason the researcher decided to assess the effects of teacher absenteeism on students’ academic performance in Longido, Tanzania so as to fill the gap and add more knowledge on that area.

1.4 Objectives of the Study

1.4.1 General Objective

The aim of this study was to examine teachers’ absenteeism on pupils’ academic performance in primary schools in Longido District.

1.4.2 Specific Objectives

The study was guided by the following specific objectives:

- (i) To identify the status and causes of absenteeism among primary school teachers in Longido District
- (ii) To examine the extent to which teachers’ absenteeism affect syllabus coverage in primary schools in Longido District,
- (iii) To assess on how teachers’ absenteeism affects pupils academic performance in primary schools in Longido District,

- (iv) Identify good practices that may help to reduce teachers' absenteeism in primary schools in Longido District.

1.5 Research Questions

- (i) What is the status and underlying causes of absenteeism among primary school teachers in Longido District?
- (ii) To what extent does teachers' absenteeism affect syllabus coverage in primary schools in Longido District?
- (iii) To what extent does teachers' absenteeism affect pupils' academic performance in primary schools in Longido District?
- (iv) What are good practices that may help to reduce teacher absenteeism in primary schools in Longido District?

1.6 Significance of the Study

Assessing on how teachers absenteeism affect academic performance in primary schools in Longido district will be very essential to various education stakeholders at various levels such as at Ministry level, district level and among head teach at school level. This is because of lack of sufficient data on how absenteeism contributes to poor performance among pupils in public primary schools in Longido district.

The data and information collected in Longido district on how absenteeism affect academic performance in primary schools, will help ministry of Education Science and Technology to formulate practical policies on the way of preventing the problem and improve quality of primary education in the country.

1.7 Scope/ Delimitations of the Study

This study was examined the impact of teachers' absenteeism on pupils' academic performance in primary schools in Longido District. The study was conducted in Arusha region, particularly in Longido District.

The study strived to identify the status and causes of absenteeism among primary school teachers in Longido District, to examine the extent to which teachers' absenteeism affect syllabus coverage in primary schools in Longido District, to asses on how teachers' absenteeism affects pupils academic performance in primary schools in Longido District, and to dentify good practices that may help to reduce teachers' absenteeism in primary schools in Longido District. Eight primary schools, from purposively selected wards, forty eight teachers, eight head teachers, six ward education officers, one district education officer were used as respondents. The study confined to find out how teachers absenteeism affect academic performance in primary schools in Longido district.

1.8 Limitations of the Study

During data collection the major problem was remoteness of some places. Some schools are far and there is no reliable means of transport to reach them. Possibility of lacking cooperation because the respondents thought of jeopardizing themselves due to the fact that research problem is directly caused by themselves. Also poor record keeping in some sampled primary schools was the challenge. However, a researcher had to overcome challenges through using experience of being a teacher who has been teaching in this district for more than ten years.

1.9 Definition of Key Terms

Absenteeism

According to Royal Australian College of Physicians (1999) the term absenteeism is defined as, a non – attendance at work where work attendance is scheduled. Thus the concept includes a lot of things such as sickness absence leave, different special leaves, unplanned absence, being physically fit but not fulfilling responsibilities, coming late and leaving early as well as including time spend and lost in work disputes.

Teachers Absenteeism

Teachers' absenteeism is defined as any failure of a teacher to report for a duty whenscheduled to be in school (Musyoki, 2015).

Public Primary Schools

Refers to all primary schools, which are owned and supervised by the government of Tanzania (MoeVT, 1995).

Head Teacher

The term head teacher is defined as a teacher who is in charge of a primary school (Hornby, 2006).

Teachers' Professional Code of Conduct

Refers to as written document produced by teachers' professional association and is guided by its professional standards and practices (code of professional conduct) of which teachers should follow all the time, the code of conduct aims to protect service users and safeguarding the reputation of teachers as professionals (URT, 2013).

Public Servant

Means a person holding or acting in the public service office (URT, 2009).

Late Comers

Refers to as a number of public servants who fail to arrive at work in official time which is 7:30 am (URT, 2009).

Early Leavers

Refers to public servants who are moving away from work place before official time which is 3:30 pm (URT, 2009).

1.10 Conceptual Framework of the Study

Conceptual framework is imagination, and some hypothetical thought about something Omari (2011), Figure 1.1 shows the real picture and direction when dealing with the problem of teachers' absence in relation to how it affects academic performance. The study was framed under the inputs variables, process variables and product/outcome variables (CIPP). The CIPP model was used because its elements are interdependent and they interact one another.

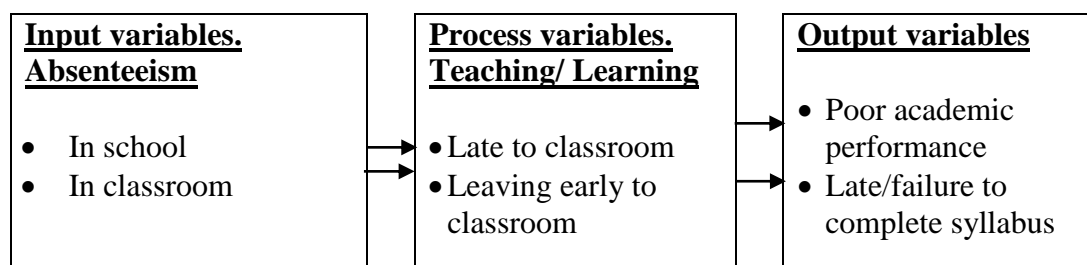


Figure 1.1: Conceptual Framework

Source: Modified from Omari, (2011)

Figure 1.1 shows how various variables of absenteeism interact with one another. Each variable must fulfill its obligations to form a well-organized system. Thus education system can collapse leading poor academic performance among pupils in case one element does not accomplish its duties. The organized conceptual framework is composed by context variables, process variables as well as outcome variables as explained below:

1.10.1 Input Variables

Context variables includes the following elements; in school absenteeism and in classroom absenteeism variables. The two variables are the major determinants of poor academic performance among the pupils. It implies that, there is more than one form of absenteeism; some teachers do not attend to school at all while others do attend but are not in classroom. If teachers have the tendency of being absent in anyhow, the possibility of affecting pupils academic performance is high.

1.10.2 Process Variables

The process variables are the elements, which are concern with how teaching and learning process is interrupted by teachers' absenteeism. The variables include coming late to classroom and leaving early to classroom. It implies that it is difficult for the teacher to manage each student in the class and accomplish all objectives as prescribed in the lesson plan due to poor classroom time management leading to interruption of teaching and learning process.

The predictors are directly or indirectly associated with poor academic performance among pupils.

1.10.3 Outcome Variable

The outcome variables are the impact of absenteeism on pupils' academic performance and on the whole school academic system. The outcome variables include; late/failure to complete syllabus and low pupils academic performance. When some classroom contents are not well covered, leads to pupils to perform poorly in their academic contents. The explained predictors can be evidenced from the study conducted by Clotfelter et al (2006) as cited by Miller T et al (2007) in their working paper series titled "Do Teachers Absence Impacts Students Achievement?" Done in North Carolina in US evidenced by using large data set in which teachers were observed in multiple years, their results shows that 10 additional days of teacher absences reduced pupils' success by 1% or 2% of standard deviation. Generally, the variables are interdependent to each other because failure of one variable affects the rest of variables hence, the whole school academic system cannot work perfectly leading to poor academic performance among pupils.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The review literature explored and on what is known about the rate of the problem, its causes and assessing on how teacher absenteeism affects students' performance. The chapter was organized under the following sub-sections; an introduction, theoretical review, empirical literature, as well as synthesis leading to identification of knowledge gap.

2.2 Theoretical Literature

This section introduces the theories underpinning this study. They are presented as follows.

2.2.1 The Attachment Theory

This study was guided by the "Attachment" theory, which was founded by Nicholson in the year of 1977. Nicholson aim at predicting on what causes employees absenteeism, also the theory was introduced as the way of measuring attendance motivation. Nicholson (1977) theory was based on absence as the measurable variable rather than focusing on attendance of employees in which a number of other studies had made several researches on it. Nicholson in his study argued that organization classify absence by considering voluntary, involuntary, sickness, sanctioned and unsanctioned. The researcher went further that, there is no general way of measuring "voluntary absence" although it was in his classification.

Nicholson devised the “A-B” as the part of the theory characterizing absence events by their avoidability. The Nicholson ‘A-B’ continuum is defined in terms of barriers of employees’ attendance. By structuring ‘A-B’ continuum the researcher allowed absenteeism to be viewed in a scale according to the extent to which individual choice influences the occurrences, and non-occurrences of absences.

Nicholson (1977) argued further that absences which fall at the ‘A’ continuum are unavoidable choices and those fall at the ‘B’ continuum are those that entirely controlled by individual choice (avoidable choices). Moreover, Nicholson, (1977) explained that, there are four sets of influences that constitute attachment on which an employee is dependent on the structure and regulations of organization life.

Personality traits: Nicholson argued that with the age comes more stability and preservation, he believes the impact that they have on attendance motivation is the major determinant of the age –absence relationship.

Work Orientation: Research have shown that a disconnection between work orientation and experience is directly related to stress, attendance, and dissatisfaction. Also the sociologists have given a lot of attention to the extent that employee expectations and needs determine the quality their work experience.

Job Involvement: Refers to how employee fit in with characteristics and demands of their job. Having the right person for the job is the huge determinant of attendance.

Employment relationship: Nicholson believes that rewards and consequences form a high part of attachment among employee. The researcher believes that when there

is a system of rewards in place there is an element of trust in the employee/employer relationship that attachment and attendance will be highest.

2.2.1.1 Objectives and Assumptions of the Theory

Generally the theory aimed at gaining deep knowledge on what motivates workers to attend at workplace. Thus identified variables from the theory are termed as an attachment bond in which an employee can consider them as important towards their levels of absenteeism within their organization.

Moreover, the theory can help employers and administrators for organization to be effective they should be aware that of employees' needs and expectations such as work safety, self-actualization, cooperation, and acknowledgement are the paramount factors for workers towards high productivity.

It is important for administrators to specify and be aware of the so called avoidable and unavoidable behaviors towards employees' absenteeism. If employers and administrators are aware of such attachment they will consequently create conducive environment for employees to be utilized fully and the rate of absenteeism can be low.

2.2.1.2 Relevance of the Theory to the Study

The basic responsibility of a teacher and a school to a student is to ensure quality education and good performance. For the school to be successful there should be some elements, which are very essential to be considered by school administrators and heads of school to create conducive environment to satisfy teachers because if all

things hindering provision of education are eliminated, teachers absenteeism can low. In accordance to the above statement, it is all about teachers' absenteeism in relation to how teachers absenteeism affect provision of education incase their needs are not met. In relation to "Attachment" theory of absenteeism, the following things should be adhered by school administrators to have successful school as an institution:

School administrators and heads of schools should be aware on how to classify the so called avoidable and unavoidable barriers facing teachers towards their attendance. Nicholson classified them as A-B continuum. If school administrators considers them it can be easily for them to create good environment for teachers to be satisfied with the work leading them to reduce absenteeism, hence improving students' academic performance.

School administrators should be aware on what motivates teachers at school. If administrators will be aware of things such as stress management, rewards system, sick leaves, acknowledgement and other issues related to work dissatisfaction such as teachers relationship, there will be high possibility of schools to have low rate of absenteeism, hence improving academic performance to students.

It is also important to school administrators to have right teachers with the required qualifications. Having the right personnel makes them to be manageable but also it is a key determinant towards reducing teachers' absenteeism, hence knowledge delivery towards students can raise school performance.

2.3 Empirical Literature

2.3.1 Causes of Absenteeism among Primary School Teachers

Amalu et al, (2016) examined school absenteeism among primary school teachers in cross river state. The study used structured questionnaire to assess respondents who were obtained through stratified sampling. The finding revealed that financial constraints, lack of interest, illnesses were the major causes of absenteeism among teachers.

A study by Mageni (2017) investigated the causes of teacher absenteeism in public primary schools in Morogoro municipality, Tanzania. The study specifically examined the causes of teacher absenteeism in public primary schools, determined the rate of teacher absenteeism in public primary schools, and assessed measures taken to reduce teacher absenteeism. A sample of 57 respondents were selected randomly from eight schools in the municipality. Both qualitative and quantitative techniques were used to analyze data that were obtained from the field using questionnaires and interviews. The study revealed that teacher absenteeism was caused by family and social responsibilities, bad work conditions, poor health and accidents.

Poor work conditions are associated with increased teacher absenteeism rates in different areas (Ngimbudzi, 2009). Such conditions include poor quality or inadequate school infrastructure such as teachers' offices, classrooms, furniture and toilets. In rural areas where decent accommodation is a challenge, lack of teacher housing forces teachers to leave far away from the school. In addition, locations of some schools are such that there is no restaurant or food delivery services in the

school vicinity. As a result lack of staff lunch might cause some teachers to skip work (Okurut, 2012; Al-Hassan, 2009; Alcazar et al., 2006).

A study by Denteh W.O *et al* (2011) on “The Impact of Student and Teacher Absenteeism on Student Performance at the Junior High School” defined absenteeism as the persistent absence from work or some other place without good reason. Also, Ivatts (2010), defined absenteeism as any failure of the employed person failing to report for or to remain at work as scheduled regardless of the reason. Generally, from above definitions absenteeism is all about non-attendance at usual workplace or if an employee attends at work place without fulfilling his/her duties, can be termed as being absent. Regardless of development level, absenteeism has been taking place in different ways some of which are hard to be measurable, the statement is supported by Rogers and Emiliana (2009) who argues that, a teacher may come to school but have to leave early to deal with family emergency, such emergency may not make it into the log book.

Rogers and Emiliana (2009) cited from (Chaudhury, et al, 2006) argued further that, with the research team which made a surprise visit in 2002-2003 across six countries which are Peru, Ecuador, India, Indonesia, Uganda and Bangladesh, Absence rates in the mentioned countries averaged 19 percent and ranged from manageable to alarming depending on the country, for example in Peru absence was 11 percent, on other end of the spectrum, 25% and 27% of teachers were absent from Indian and Uganda respectively. The other three countries fell between these extremes, with the un weighted average absence for the six countries coming in at a high 19% (Rogers and Emiliana 2009).

ADEA, (2020) in the article titled “Policy Brief: Reducing Teachers Absenteeism: Solutions for Africa” shows that a provider absence survey conducted by the World Bank in 2008 found teachers absenteeism rates as high as 30% in Kenya, followed by Senegal at 27%, Cameroon at 16% and Ghana at 8%. Another study done in Uganda by Wandega and Yiga (2010) reveals that the problem of absenteeism still persists in the country. The authors did a research which revealed that, a total of 561 (286 being female and 275 being male) classroom teachers in three unannounced visits an average data found that 245 teachers were found to be absent of whom 125 (51%) were females and 120 (49%) were males.

The rate of absenteeism is common in the advanced world. Rogers and Emiliana (2009) conducted a study from North Carolina which used a rich longitudinal data set of teachers and students, the study found that absence is more prevalent in schools serving disadvantaged children, also schools in the poorest quartile averaged almost one extra sick day per teacher than schools in the highest income quartile, and schools with persistently high rates of teacher absence were much more likely to serve low-income than high-income students.

2.3.2 Effects of Teachers Absenteeism to Syllabus Coverage

Al-hassan (2009) shows that, when a teacher is absent students get affected in many ways one consequence is failure to cover the syllabus in a given time leading to poor academic success among pupils. Absenteeism has been one the major factor for time wasting because all activities at school are well programmed according number of days in a year, hence any absenteeism affects students. Again Clotfelter *et al* (2009)

who evidenced that, teachers' absence caused destruction in the process of teaching and learning but there was no reduction in the amount of materials covered. Furthermore, research studies carried out in many countries shows that time plays important role towards student performance (UNESCO, 2008), thus the statement implies that if a teacher is out of school for several days, it becomes difficult for him/her accomplish the prescribed instructional material hence failure in completing syllabus.

2.3.4 Teachers Absenteeism Versus Students Performance

Rogers and Emiliana (2009) in their study titled "No More Cutting Class" conducted in Zambia focused on primary schools, the study was done by correlating each student's learning gains with the absence of his or her teacher, surprisingly results shows that; Each additional 5% increase in teacher absence reduces learning by 4 to 8% of a year's learning for the typical students. Kremer, *et al* (2005) added more that the higher teachers' absence the lower predicted student achievement of 4th graders – about 02 standard deviations.

Porres (2016) as cited by Obeng-Denteh, (2011) who sought to determine whether student and teacher absenteeism affect the performance of students on Ghana's Basic Education Certificate Examination (BECE) concluded that, student absenteeism was not significant, but teacher absenteeism had an impact on the performance, the research found that when a teacher is absent from the classroom, students learning is disrupted. Wiley and Harnischfeger (2011) were other scholars who found that the schools in which pupils receive 24% more schooling, have high possibility to master

reading comprehension by two thirds and their gain in mathematics and verbal skills by more than one-third. Tanzania has faced the same problem as other developed countries, the report from “The Citizen News Paper” in the Tegambwage’s article (2017) published data which were from public primary schools in years 2015 and 2016 respectively, the analysis targeted standard 1 to 3 whereby, there was 46% absenteeism in 2016, given that a standard 1 to 3 teacher costs on average of Tsh 9 million per year.

Also, in the same country the problem was seen to have more consequences, according to Anney, et al., (2016) who assessed on why primary school leavers do not have reading, writing and numeracy competencies found that, despite children being in school they do not acquire basic skills in reading, writing, and working out simple arithmetic problems and subsequently have not attained the achievement standards as intended in Tanzania primary curriculum.

In developed world absence has the same negative impact as those noted in developing world. Miller et al (2007) suggested mechanisms through which teacher absence may reduce students’ achievement: firstly, instructional intensity may be radically reduced when a regularly assigned teacher is absent, secondly, teacher absences may affect students’ achievement through creation of discontinuities of instructions, the disruption of the regular routines and procedures of the classroom. Furthermore, Finlayson (2009), in her study added more that the more days a teacher is outside the classroom, the lower their students score on every test. Porres (2016) who used the 2013 National Council on Teachers Quality (NCTQ) report made with

data for the 2012-2013 school year from 40 of the biggest urban school districts in the U.S found that 44% of the teachers missed more than 10 days in that period. The same data were collected by Clotfelter et al (2006) in North Carolina provides US based causal evidence that teacher absence negatively affect students' achievement,, the evidence indicates that 10 additional days of teacher absence decreased student achievement by 01 or 02% of a standard deviation.

2.3.5 Strategies to Reduce Teachers Absenteeism in Schools

There are sufficient evidence, which shows that teachers' absenteeism is a serious problem in some countries and regions. The following strategies recommended by various scholars to reduce teachers' absenteeism in public schools.

2.3.5.1 Improving Teachers Incentives

Improving teachers' incentives is very important to increase teachers' morale and enable them to concentrate in improving academic performance, according to (Guerrero, 2012) supported the statement by arguing that, by providing rewards to teachers improves their level of satisfaction. In US state of North Carolina an incentive program was introduced to retain math, science and special education teachers in high poverty or low performing high schools, the evaluation found that teachers turn-over declined by around 12%, (Clotfelter *et al*, 2006).

According to Rogers and Emiliania (2009) shows that teachers' incentive structure matters a lot, it affects who chooses to enter and remain in the teaching profession, as well as how well teachers' do their day-to –day work in the classroom for example,

the increase in US labor market opportunities for women reduced the pool of qualified applicants for teaching positions. Furthermore, teachers incentives can be in many forms rather than financial incentives, since other bonuses such as teachers houses have been attributed to attract teachers, the study from Zambia done by Michelo (2010) found the introduction of good infrastructure in order to improve morale of teachers have high possibility of reducing teachers absenteeism in schools. Also, ADEA (2020) in their article added more that management should extend to paying teachers on time and providing teachers with non-financial incentives such as health and housing allowances.

2.3.5.2 Improving Teachers Monitoring and Evaluation Methods

Serious reforms should be made by policy makers on how to asses teachers at work. The good system of monitoring teachers can be evidenced from Chile whereby in the early 2000's introduced a nationwide performance evaluation system of individual teachers which introduces pay promotion criteria linked to performance by, three years, each teacher performance was evaluated based on portfolio, self-assessment, peer assessment, supervisor assessment, and video-recording of the class. (Rogers & Emiliana, 2009). Sawada and Ragatz (2005) found that in several countries in Latin America including El Salvado, Honduras, Mexico and Nicaragua, have experimented with policies that devolve authority over school management to communities, the results shows that there were less teachers absenteeism cases, more teachers work hours and closer parent-teacher relationship.

Apart from policies there is a need to undertake innovative strategies such as using information and communication technology (I.C.T), for example the ministry of

education in Gambia in partnership with the World Bank and a locally founded technology firm have implemented a mobile phone platform for collection and dissemination of basic data on teachers absenteeism and tiredness, (ADEA, 2020).

In addition the article postulated further that mobile phone, for example in Kenya established popular mobile banking application which has mitigated the impact of living in rural areas since teachers have the possibility of collecting their salaries through mobile banking agent in their community (ADEA, 2020). The need for attendance registers to control absenteeism was seen to be another strategy to combat absenteeism among teachers, for example in Tanzania, special registers which are signed by all teachers were to be introduced, they recorded arrival time a the teacher spend outside work before official time to leave the working station (U.R.T, 2009). Alternatively, there is a need to ensure management is decentralized to local level as suggested by Chapman (1994) who calls for the government to decentralize authority by empowering school authorities and communities.

2.3.5.3 Formal Disciplinary Actions

Formal supervision and disciplinary actions may decrease absenteeism. Patrinos (2013) argues that, schools with greater likely hood supervision and visits by senior officials have lower rates of teachers' absence, the report shows further that, in schools which directors impose disciplinary actions, teachers' are more likely to be present. Apart from that, in Tanzania the ministry concern issued circular letter No. 15 of 2011 which insisted on the need for teachers to attend in their working stations, in the circular local government in collaboration with school heads were supposed to take action against teachers who were absent unreasonably, (URT, 2011).

2.3.5.4 Strengthen School Inspectorate Department

The responsible organs should be empowered and strengthened from ministry to school level so as to ensure quality education. According to Wandega and Yiga (2010) Argues that the department should be strengthened by locating appropriate funds, recruiting, training, manpower in the key inspection at both central and local government levels. The same idea was also given out by Okurut (2012) who insisted the importance of the government to allocate enough budget to the school inspectorate department for the betterment of quality education. The inspectorate department should not only be from ministry to ward level but also it is possible to be decentralized to school level, as evidenced by Chapman (1994) who argued that, one of the strategy in managing teachers' absenteeism is through strengthening supervision at school level.

2.4 Synthesis and Research Gap

Various literatures reviewed revealed how absenteeism is the problem not only in third world but also in the first world the problems of absenteeism exist. Most of the research done on the problem dealt with problems, causes and solutions of teachers' absenteeism. Few researches have been done on what teachers absenteeism in primary schools effect has on pupils learning particularly in Tanzania. In the area of the study, few researches were found to be done in Longido area on what are the effects of teachers' absenteeism on pupils academic performance. Hence this study intended to fill the knowledge gap by assessing teachers' absenteeism on primary pupils academic performance in Longido district.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter dealt with the description of the methods applied in carrying out research study. It is organized in sub-sections including, research area, research approach, research design, target population, sample size, sampling procedures, data collection techniques, ethical issues, validity and reliability of research instruments as well as data analysis and presentations techniques.

3.2 Research Area

This study was done in Longido district which is one out of six districts found in Arusha region. According to the National Bureau of Statistics (2013) on population and Housing Census, Longido district has an area of 7782km² and it was estimated to have total of 123,153 people and the average household size was estimated to be 5.0 while the growth rate was 3.8%. About 95% of all the area is used for pastoralism, wildlife and tourism activities. The remaining 5% of the total land is for agriculture.

In terms of administration Longido has a total of four divisions, sixteen wards and forty one villages. On the northern part, the district is boarded by Kenya country, on south-western part there is Arumeru district, on western side there is Siha district, on north-eastern side there is Rombo district also Monduli district is found on southern side.

Originally the Maasai are the majority ethnic group found in this area, whose major economic activity is pastoralism. The area ranges between sub-tropical to semi –

desert, hence suitable for pastoral type of farming. Longido district has total of forty eighty (48) public primary schools with 418 teachers whereby 208 are female and 210 are males (National Bureau of Statistics 2013). Due to the nature of the pastoral societies, which is living in remote areas as well as nomadic life, most of the primary schools are in remote and sparsely distributed. Hence it is not surprising to find workplace absenteeism among the teachers.

3.3 Research Approach

According to Omari (2011) research approach are the paradigms, which are concerned with how social reality, or phenomena can be studied. Mixed research approach was used because the method is based on collecting, analyzing and mixing both qualitative and quantitative in a single study, also the use of mixed approach provides a better understanding of a research problem than either approach could be used alone (Creswell & Plano 2011). In addition Omari (2011) explained more that using more than one research tool in data collection is suitable because it provides checks and balance on weaknesses characterized by each of the tool of data collection.

3.4 Research Design

Kombo and Tromp, (2006) define research design as a structure that holds all elements in research projects together. Kombo and Tromp (2006) further argues that, a design can be regarded as an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with research purpose. Researchers added further that, research design clearly shows what information is

required, what methods to be applied in data collection and show how the methods are going to find the answers of the research problems. It is all about outline on what to be done by a researcher from writing the hypothesis and its operational implications to the final analysis of collected data.

A causal comparative or “**Ex Post Facto**” research design was adopted in this study to make assessment of teachers absenteeism on pupils learning in public primary schools in Longido district. According to Omari (2011) contends that causal comparative research design intends to investigate possible cause-and-effect relationships between variables by observing some existing consequences, and searching back through the data for plausible causal variables.

3.5 Target Population

Population is defined as a group of individuals, objects or items from which samples are taken for measurements, it is an entire group of people, or things which shares one or more common elements in nature (Kombo and Tromp 2006). In this study the population composed of District Education office with 5 officers, 3 officers from Teachers Service Commission (TSC), 48 head teachers, 16 Ward Education Coordinators, and 210 teachers teaching in 48 primary schools.

3.6 Sample Size and Sampling Technique

3.6.1 Sample Size

IWH (2008) define sample size as a number of participants or observations selected to be included in the study. The sample consisted of (63) respondents of whom, (08) primary schools, in which (48) teachers were selected whereby (06) teachers were

selected from each selected primary school, (08) head teachers, (05) ward education coordinators, (01) officer from teachers commissioner as well as (01) officer from district education department. For more clarification see Table 3.1.

Table 3.1: Sample Size and Sample Distribution

| No | Department/school | Name of a Sample | Total Sample | Percentage |
|--------------|--------------------------------------|------------------------|--------------|------------|
| 1. | District Education Department | D. E. O | 01 | 1.6 |
| 2. | District Teachers Service Commission | Head of TSC | 01 | 1.6 |
| 3. | Ward Education Coordinators | WEO –Longido | 01 | 1.6 |
| | | WEO –Namanga | 01 | 1.6 |
| | | WEO –Ketumbeine | 01 | 1.6 |
| | | WEO- Ilerionito | 01 | 1.6 |
| | | WEO- E/Dapash | 01 | 1.6 |
| 4. | Head Teachers of primary Schools | Longido primary school | 01 | 1.6 |
| | | Namanga p/school | 01 | 1.6 |
| | | Kimokouwa p/school | 01 | 1.6 |
| | | Ranch p/school | 01 | 1.6 |
| | | Orbomba p/school | 01 | 1.6 |
| | | Oltepes p/school | 01 | 1.6 |
| | | Mangula p/school | 01 | 1.6 |
| | | Noondoto P/school | 01 | 1.6 |
| 5. | Primary School Teachers | Longido primary school | 06 | 9.5 |
| | | Namanga p/school | 06 | 9.5 |
| | | Kimokouwa p/school | 06 | 9.5 |
| | | Ranch p/school | 06 | 9.5 |
| | | Orbomba p/school | 06 | 9.5 |
| | | Ketumbine p/school | 06 | 9.5 |
| | | Mangula p/school | 06 | 9.5 |
| | | Noondoto P/school | 06 | 9.5 |
| TOTAL | | | 63 | 100 |

Source: Field Data (2020)

3.6.2 Sampling Techniques

It not possible to include all public primary schools from the targeted population, various techniques which were suitable for the study had to be employed. For the purpose of this study simple random sampling, systematic random sampling and purposive sampling techniques were employed.

Simple random sampling refers to as the procedures in which all the individuals in the defined population have an equal and independent chance of being selected as a member of the sample (kombo and Tromp, 2006). The method is preferred because can be used in large population and can be applied to inferential statistics data. Simple random sampling method was used to select (08) head teachers and (08) primary schools from the purposively selected wards. Head teachers were selected as respondents because acts as key informants, also acts as overall and direct supervisors of teachers in their respective stations as well as academic performance in their respective primary schools. All schools in each ward selected, were written on piece of papers and placed on the same pot, and then the researcher picked randomly eight piece of paper to get the needed sample.

Systematic sampling is applicable if the population can be accurately listed, a type of systematic selection can provide what approximates a random sample (Omari 2011). From each school number of teachers were listed by considering their sex and experience in teaching standard one to four classes and standard seven. Then, in order to get six teachers, the selection of 1st, 3rd, and 5th from each sex was done.

According to (Yin, 1984) purposive sampling is defined as a technique in which a researcher chooses a sample on who is sought to be appropriate for the study. The method was used to select (05) wards where (08) primary schools were obtained, (05) ward education coordinators, (01) informant from teachers commission and (01) key informant from district education department. Education officers at ward and district level were selected because are the officers in charge of all matters related to primary education at ward and district level. Also all issues of teachers absenteeism before forwarded for further actions get well informed. Teachers service Commission officer was purposively selected as the sample because the commission is responsible for formulating, overseeing and judging all cases about teachers misbehaviors related to teachers' professional code of conduct.

3.7 Data Collection Methods and Instruments

The research data to be efficiency, the researcher should collect data by using instruments, which considers research objectives, source of information and nature of information collected from the field. By considering type of objectives and nature of data collected the research tools used were categorized as either primary or secondary tools. Primary tools were interviews and questionnaires, which obtained information from various respondents, targeted as a sample such as teachers, head teachers, and ward education coordinators. Secondary tools used in the study obtained information from observation checklist such as; class journals, teachers' attendance report book, from permission book and national examinations results file. At district level data were obtained from compiled report on teachers' misconducts related to absenteeism.

3.7.1 Interview

Interview is a set of questions asked by interviewer to the interviewee aiming at getting information. For the purpose of this research focused semi – structured type of interview was used. According to (Kombo and Tromp, 2006) defined semi – structure interview as the interviews which are based on the use of an interview guide, in which a list of questions or topics that need to be covered by the interview.

The method was employed to get data from ward education officer, head teachers and district education department (appendix 4, 5, 6). Interview as the method was employed because it aims at gaining a complete and detailed understanding of the topic, and its flexibility enables a researcher to get extra information related to teachers' absenteeism. Despite of its flexibility it is subjected to biasness and due to limited time respondents sometimes provide poor information to a researcher (Kombo and Tromp, 2006). These weaknesses were curbed through the following techniques; Freedom was given to the informants to choose time, which was convenient to them. The use of Kiswahili and English languages was allowed and also the comparison of information from other informants and records was done.

3.7.2 Questionnaires

Remenyi (2011) defines questionnaire as a tool of collecting and recording information about a particular issue of interest, the questionnaire is composed of number of questions printed or typed on definite order.

3.7.3 Questionnaire Instrument

In this study both open and closed ended questionnaire were prepared in English, translated into Kiswahili and were administered to the informants (appendix 3). The

open ended questionnaire was used in order to allow informants to use their knowledge and experience on the problem of workplace absenteeism while close ended questionnaires were administered in order to keep respondents on the content according to research objectives and avoid biasness. The weaknesses realized were solved through the following techniques; Questionnaires were translated in Kiswahili, the major reason for translating questions is due to the fact that mastery of English language among most primary teachers is the problem. To ensure efficiency and effectiveness the questionnaires pre – test was done to enable a researcher to find out whether questions are measuring what they are supposed to measure.

3.7.4 Documentary Review

This is another method used by the researcher to obtain secondary information. Secondary data for this study included school reports, attendance records, and permission records. These data were obtained from the school administration offices.

3.7.5 Documentary Review Schedule

Checklist involved the perusing important documents in order to get data related to teachers' absenteeism within three years (2016–2018). The checklists were used to collect data from official documents in targeted authorities. The official data were obtained from school records like class journals, teachers' book attendance records, teachers' permission books (appendix 2), other compiled data on misconduct were obtained from district education office (appendix 1 and 2). The reasons for collecting information from checklists such as class journals and attendance book was to observe the trend of teachers' absenteeism in classes as well as at school.

3.8 Validity and Reliability of Research Instruments

In order to ensure validity and reliability of research instruments pre - testing of questionnaire and interviews was done to ensure whether the tools meets the research objectives and irrelevant errors are omitted. The pre – test was done to three primary schools located at the district headquarters as well as to the District Education Office.

3.9 Ethical Issues

According to (Omari 2011) explained that, research should be conducted with the highest standards of moral and ethical considerations. The informed consent and their confidentiality were found from participants. Also schools used as case study were asked the permission to access documents useful for the study and were assured of the confidentiality of the used materials. For the sake of research ethics the following aspects were adhered to;

Firstly the respondents were informed on the objectives, when and how the research was to be conducted, secondly the researcher obtained a letter from the Director of Postgraduate Studies of the Open University of Tanzania which legalized him to conduct research (appendix 8) lastly the researcher was required to introduce the letter to District Executive Director for permission and to be issued a letter for permitting him to conduct research in the primary schools selected as samples (appendix 9).

To ensure confidentiality, all data collected were not exposed to anyone who is not concern; also all respondents were assured of not using their names during research instead numbers were used to represent the respondents.

3.10 Data Analysis Procedures

Data processing means editing, coding, classification and tabulation of the collected data so that they are amenable to analysis while data analysis refers to the computation of certain measures along with searching for patterns of relationship that exist among data groups (Kothari, 2011). The data were analyzed by two methods, which are; Qualitative and quantitative methods of analyzing research data.

Qualitative research involves intensive data collection (of several variables) over an extended period of time in natural setting (kombo and Tromp 2006). Under the study qualitative data were collected by semi – structured interviews, close and open ended questionnaires and in some cases observation of documents related to absenteeism were to be done. For the coded data were analyzed by computer through the software called Statistical Package for Social Science (SPSS) so as to develop charts and figures. Also the data were categorized in sub-contents and be presented as direct quotations. The data collected quantitatively were to be categorized, grouped and analyzed. By using computer software known as Statistical Package for Social Science (SPSS) version 16.0 the data coded by categorizing them basing on their similarities. Then their frequencies and percentages were computed by descriptive statistics. The research data on absenteeism were presented by using statistical techniques such tables, charts and figures.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study, analysis of the findings and discussion. All these aspects are presented in accordance with research objectives which are; to identify status and causes of teachers' absenteeism in public primary schools in Longido district, to examine the extent to which teachers' absenteeism affect syllabus coverage in public primary schools in Longido district, to examine how teachers' absenteeism affects pupils' performance in public primary schools in Longido district and to identify good practices that may help to reduce teacher absenteeism in public primary schools in Longido district. Collected data were analyzed both qualitatively and quantitatively.

4.2 Instrument Return Rate

The study comprised of eight (8) head teachers from eight (8) public primary schools in Longido District, forty eight (48) teachers, six (6) from each selected primary school), five (5) WEO from five wards, one (1) DEO and one (1) Head of TSC making a total of 63 respondents. Questionnaires were administered to (48) teachers while interviews were conducted to eight (8) heads teachers, five (5) WEOs, one (1) DEO and one (1) Head of TSC. Out of 48-targeted teachers, 40 teachers managed to fully fill questionnaires and returned them to the researcher. On the other hand, interviews were successfully conducted to eight (8) head teachers, five (5) WEOs, one (1) DEO and one (1) Head of TSC. Therefore, the total representation of actual respondents was 55 (88%) as indicated in Table 4.1. The response rate for the study

was sufficient to fulfill the purpose of the study as Mugenda and Mugenda (2008), stipulates that a response rate of 50% is adequate; 60% is good and 70% and above is excellent for analysis and statistical reporting.

Table 4.1: Instrument Return Rate

| No | Respondents | Targeted Respondents | Percentage | Actual Respondents | Percentage |
|--------------|-------------------------|----------------------|------------|--------------------|------------|
| 1. | DEO | 1 | 2 | 1 | 2 |
| 2. | Head of TSC | 1 | 2 | 1 | 2 |
| 3. | WEOs | 5 | 8 | 5 | 8 |
| 4. | Head Teachers | 8 | 12 | 8 | 13 |
| 5. | Primary School Teachers | 48 | 76 | 40 | 63 |
| Total | | 63 | 100 | 55 | 88 |

Source: Field Data (2020)

4.2.1 Respondents Demographic Information

Respondents were asked to indicate their gender and their responses indicated that 24 (45%) were males while 31 (56%) were females (Figure 4.0.2).

Table 4.2: Respondents' Distribution by Sex

| No | Respondents | Male | Female | Total | Percentage |
|--------------|-------------------------|-----------------|-----------------|-----------|------------|
| 1. | DEO | 1 | 0 | 1 | 1.8 |
| 2. | Head of TSC | 1 | 0 | 1 | 1.8 |
| 3. | WEOs | 3 | 2 | 5 | 9 |
| 4. | Head Teachers | 4 | 4 | 8 | 14.5 |
| 5. | Primary School Teachers | 15 | 25 | 40 | 73 |
| Total | | 24 (45%) | 31 (56%) | 55 | 100 |

Source: Field Data (2020)

4.3 Causes of Teachers Absenteeism in Primary School in Longido District

The first objective of this study was to identify the status and underlying causes of teachers' absenteeism in Longido district. In order to uncover the causes of teachers' absenteeism, this study administered questionnaire to the sampled primary teachers, on the reasons for absenteeism, their responses are presented in Table 4.3. Total of eight causes teachers absenteeism were identified namely; illness, official duty, leave, missing classes, coming late and early leaving of the school, absence with no permission, family problems, as well as social problems. The responses indicated that, illness and family problems were leading with 75 cases which is 44%, missing classes and coming late to school or leaving early from school ranked to second position with 45 cases which is 26%, followed by absence with no permission which had 32(19%) cases and the last cause with low cases were leave and social problems with 20(11%) cases. Refer to Table 4.3.

Table 4.3: Causes of Teachers Absenteeism in Primary Schools

| Cases | Frequencies | % |
|--|--------------------|------------|
| Illness and Family Problems | 75 | 44 |
| Missing classes and lateness/leaving early | 45 | 26 |
| Absence with no Permission | 32 | 19 |
| Official leave and social problems | 20 | 11 |
| Total | 172 | 100 |

Source: Field Data (2020)

Apart from the given data in the Table 4.3, the interview conducted to the eight head teachers from the sampled schools, five W.E.O's, one TSC officer as well as one D.E.O. Their results show that almost more than half of all respondents agreed that

teachers' absenteeism is the problem in public primary school in their respective areas. The interview revealed new type of absenteeism, which was not expected from this study. It was noted that some teachers attend to school but do not teach in classes, as the statement below testifies from one of the respondents;

“It is normal at our school to see some teachers attending to school but not attend to classes due extracurricular activities” (Research data 2020).

Through questionnaires administered to respondents, had the question which require to agree or disagree on whether teachers sometimes are absent to classes due to late attending and early leaving of classes. 90% of all teachers who attempted the question agreed that this kind of absenteeism is common to their working station. Also through interview the respondents agreed that teachers who are most absent to classes have poor classroom preparation forcing them to attend classes late and leave them early. One of the respondent had the following contribution;

“I agree that most of the teachers who are absent are those who attend to classes late and leave classes early. They attend to classes the head teacher but in reality are absent” (Research Data, 2020).

4.4 The Extent to which Teachers Absenteeism Affect Syllabus Coverage in Primary Schools in Longido District

This objective aimed at identifying the extent to which teachers' absenteeism affect syllabus coverage in primary schools in Longido district. Table 4.4 summarizes the respondent responses on the extent to whether teachers' absenteeism determines syllabus coverage in primary schools in Longido District. Questionnaire results indicated that 25 (62.5%) of respondents agreed that teachers absenteeism affect

syllabus coverage to a great extent. 13 (32.5%) responded that teachers absenteeism affect syllabus coverage at a moderate extent while only 2 (5%) indicated that teachers absenteeism does not affect syllabus coverage at all.

Table 4.4: The Extent to which Teachers' Absenteeism Affect Syllabus Coverage

| Responses | Frequency | Percentage |
|----------------------|------------------|-------------------|
| To a large extent | 25 | 62.5 |
| To a moderate extent | 13 | 32.5 |
| Not at all | 02 | 5 |
| Total | 40 | 100 |

Source: Field Data (2020)

Results from documentary review shows that teachers were absent from school in the past three (3) months preceding the study and also the average number of teachers that were likely to be absent from school. The study revealed that at least each teacher lost an average number of five (5) days in those three months.

Apart from the information obtained from official documents, the interview schedule conducted to WEO's had more information on how serious teachers' absenteeism contributes to failure in syllabus coverage. The respondents found that most of teachers who had high frequent of absenteeism faced difficulties in accomplishing the syllabus leading to poor performance of their respective students. For instance, one respondent had the following testimony;

“Teachers who are most absent are always overloaded behind the syllabus making them failing to accomplish their syllabus. This makes them to conflict with their school heads by being accused of the laziness. Although it is known that most of them were absent in many working days” (Research Data, 2020).

4.5 How Teachers' Absenteeism Affects Pupils Academic Performance in Primary Schools in Longido District

Another objective for this study was to examine the extent to which teachers' absenteeism affect pupils' academic performance in primary schools in Longido District. The results reveals that a total of 27 (67%) of all 40 respondents (teachers) who returned questionnaires indicated that teachers' absenteeism affect students' performance to a greater extent, on the other hand, 12 (30%) indicated that teachers' absenteeism affect pupils academic performance moderately, while 1 (2.5%) indicated that teachers' absenteeism does not affect pupils academic performance at all.

Table 4.5: How Teachers Absenteeism Affect Pupils Academic Performance

| Responses | Frequency | Percentage |
|----------------------|------------------|-------------------|
| To a large extent | 27 | 67 |
| To a moderate extent | 12 | 30 |
| Not at all | 01 | 2.5 |
| Total | 40 | 100 |

Source: (Field Data, 2020)

Respondents were asked whether there is any effect of teachers' absenteeism to pupils' academic performance. Responses show that teachers' absenteeism was one among factors that contributed to poor academic performance of pupils in primary schools. It was also found that the school academic year had limited days, and difficult to make compensation in case the teacher loses more than fifteen days a year. This results into failure to complete the entire syllabus. One of the respondents through organized interview had the following testimony;

“Absenteeism among teachers affects academic performance of students, because in a year the allocated days for teaching are only 194. In case a teacher misses more than ten classroom sessions, at the end such teacher starts to rush in order to complete the syllabus. This results to poor academic performance of pupils in their final results” (Research Data, 2020).

Using the testimonies from the head teachers, WEOs, DEO, and Head of TSC on the prevalence of teacher absenteeism in their respective schools and crosschecking the records of the pupils in the past years it was concluded that teacher absenteeism leads to affecting pupils academic performance in these schools.

4.6 Measures that can help to Reduce Teacher Absenteeism in Primary Schools in Longido District

The objective intended to identify measures for curbing teachers’ absenteeism in primary schools in Longido District. The results from interviewed respondents suggested measures to reduce teachers absenteeism, such measures includes dismissing teachers who have chronic absenteeism cases from service, transferring to other stations as well as guidance and counseling to be provided to teachers before further actions are taken. The following statement was given by one of the respondent to prove on how measures have reduced absenteeism;

“The option we use to reduce the problem of absenteeism among primary teachers is transferring them. As you know some teachers do not like to be transferred to other areas especially where there no good services. Therefore this helps us to keep them at work for fear of being transferred” (Research Data 2020).

Furthermore, results from questionnaires, the respondents agreed that through introduced teachers register, strict supervision of teachers attendance, increased visits from district education administrators, community involvement, conducting

attendance audit, improving work conditions for teachers, as well as training of administrators to emphasize attendance in a positive way, have played a vital role in reducing teachers absenteeism cases in primary schools. From the Table 4.6 it can be observed that most respondents strongly agreed and agreed that if measures are well supervised can help to reduce the problem of teachers absenteeism in primary schools.

Table 4.6: Measures to Curb Teacher Absenteeism

| Measures | SA | A | N | D | SD |
|--|-----------|----------|----------|----------|-----------|
| Introduced a teachers' register | 17 | 15 | 02 | 05 | 01 |
| Strict supervision by head teachers | 15 | 11 | 10 | 02 | 02 |
| Conduct an attendance situation audit | 14 | 15 | 06 | 02 | 03 |
| Involve teachers in developing an attendance recognition plan | 17 | 14 | 05 | 02 | 02 |
| Train administrators to emphasize attendance in a positive way | 15 | 11 | 10 | 02 | 02 |
| Improve work conditions for teachers | 17 | 15 | 02 | 05 | 01 |
| Community involvement | 13 | 17 | 08 | 00 | 02 |
| Increased visits from the district education administrators | 15 | 15 | 07 | 02 | 01 |

Note: SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree

4.7 Discussion of Findings

This section, presents discussion of the findings. The discussion compares the results of the study with other studies. The research objectives entails, causes of teachers absenteeism in primary schools, the extent to which teachers absenteeism affect syllabus coverage in primary schools, how teachers absenteeism affects pupils

academic performance in primary schools, and measures that can help to reduce teacher absenteeism in primary schools.

4.7.1 Causes of Teachers Absenteeism in Primary schools in Longido District

The results show that teachers' absenteeism has been prevailing primary schools. There is no single factor causing teachers absenteeism, although some factors have been noted to appear frequently in almost all schools as were evidenced by respondents. Illness and family problems were the cases ranked the first among other factors. It seems most of the teachers are always absent on the fact that are sick or one of their close relative such as children, wife/husband or their parents.

Moreover, deliberately and regular missing classes as well as coming late and leaving early the working stations were noted to be other factor to have caused high rate of absenteeism in Public primary schools in Longido district. The results found that most of the teachers are sometimes at school but do not attend in their classes or uses few minutes in their lessons. Through interview schedule, teachers had another new form of absenteeism on which teachers attend at school but come late at school also others leave early, as well as some teachers to have a tendency of leaving their class lessons before the right time, leading to disruption on teaching and learning process. The given statement implies that some teachers have their own business more than teaching when at school. The statement can be the same as survey conducted in 38 district in Uganda which found that; 20% of teachers are physically present in schools but they fail to attend classroom needs a teacher arrives 20 minutes past time in a lesson of 40 minutes, interact pupils for 10 minutes and rushes out of the class (Obsever Team 2018).

4.7.2 The Extent to Which Teachers' Absenteeism Affect Syllabus Coverage in Public Primary Schools in Longido District

This means that the number of days each teacher loses due to absenteeism in a five weeks month was about 5 days. Implying that a teacher is likely to lose an equivalent of one week of lessons covered in a single month. Furthermore considering that a term runs for about four months on average, it means then that about one month is wasted due to teacher absenteeism every term and about three months annually. This trend if not reversed implies that learners are likely to lose a lot in syllabus coverage and consequently it may have a negative impact on student achievement.

Moreover, it can also be seen from the table 1 that about three teachers are likely to be absent from school in a particular day. This finding is corroborated by the head teachers who reported that on average about three teachers were likely to be absent from school out of a possible average of 14 teachers in any school. This implies that the cumulative effect of teaching lessons not covered could be an equivalent of 15 days lessons in a month thus translating to an equivalent of about 45 days lessons in a term. This effectively means that students will not be learning most of their time in school due to absent teachers.

4.7.3 How Teachers' Absenteeism Affects Pupils' Performance in Public Primary Schools

Through different testimonies and statistical evidence shown, it has been proved that, the more teachers are absent the more pupils lack basics in reading and writing skills. It was evident that when teachers are not attending their usual lessons especially for

lower classes, pupils time cannot be enough for teaching all the basics. The above evidence was also in line with Unicef (2017), who conducted research in Tanzania on the impact of teachers' absenteeism to pupils performance who found that, large number of pupils in standard 1 up to 3 could not read, write and acquire basic arithmetic skills, for instance, the results from the 2014 primary school leaving examination in Mainland Tanzania revealed that only 8% of grade 2 pupils could read properly, 8% could add or subtract, and less than 1% showed high levels of life skills.

Furthermore, teachers' absenteeism was found to have correlation with poor performance and achievement in academic. The more teachers were absent the more the decrease in pupils' academic performance in their subject. It was evident that many teachers who missed classes several times in the specified academic year, their subjects performed poorly. The explained statement was as the same as Rogers and Emiliana (2009) as cited in Suryadarma et al (2006) who added more that an additional 10% points in the average absence rate of teachers at a school is associated with a -0.9- standard deviation decrease in Math scores of 4th graders in Indonesia.

Additionally, through analyzed contents it was found that teachers who were most absent their performance in teaching and learning process was always not satisfactory. This implies that teachers who were absent did not have enough time to prepare themselves, for classroom teaching and learning process, but also it seems could not get enough time to make follow-up of their students thus, making high possibility of students not to perform well in their respective subjects leading to poor academic performance to the pupils.

4.7.4 Measures That Can Help to Reduce Teacher Absenteeism in Public

Primary Schools in Longido District

Results have shown that measures that can be used to reduce teachers' absenteeism are introduced a teachers' register, strict supervision by head teachers, conduct an attendance situation audit; involve teachers in developing an attendance recognition plan. This is in line with Tanzanian Government URT (2013) requires the heads of schools, at the end of the month to make calculation to get attendance rate of teachers, then the report should be sent to ward and district education authorities, the heads are also required to take initiative measures to understand the reasons for absenteeism and take action accordingly.

Furthermore, train administrators to emphasize attendance in a positive way, improve work conditions for teachers, community involvement, and increased visits from the district education administrators. Introduction of teachers' professional code of conduct. Under professional code of conduct there are guidelines on what a teacher is obliged to adhere; This is the same as what is stipulated in Tanzania Teachers professional code of conduct, according to URT (2013) the Tanzania professional code of conduct requires major responsibility of a teacher is to the child care who is supervised, also a teacher is obliged to recognize that teaching is a professional more than gainful employment. If teachers understand their responsibilities cannot be absent and lead pupils' poor performance.

Furthermore the interviewee suggested that there should be delegation of power to the close management which means a teacher to be well empowered to manage their subordinates. Heads of school should be advised to set mechanism which prevents

regular absenteeism like leaving early. The explained is the same as in Mgonja, (2017) who argues that, in order to bring effectiveness and close management of teachers' behavior including teachers' absenteeism, the government decided to delegate Teachers' Service Commission powers to heads of schools. Apart from that, the problem of leaving out of the working station early, the respondents advised the government to have stable mechanism, According to Standing Order (2009) stipulates that, to reduce behaviors of leaving early, public servant shall be required to sign special register when they leave office during working hours.

Further, interviewees suggested that dismissal from service, transfer of teachers to other stations, and counseling could help to reduce the problem. Extremely routine of teachers' absenteeism may lead to dismissal of teachers from work. Respondents proposed that if a teacher is reported and proved to have continued absenteeism from work for a long time may face explosion from service. Lastly, some of head-teachers interviewed said that they felt that some absenteeism cases in their schools were better addressed through counseling the corresponding teachers. As a result, they revealed that they offer counseling services to teachers who are frequently absent due to problems.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study findings, conclusion, and recommendations with respect to data collected and the analysis made.

5.2 Summary

The purpose of this study was to find out the effects of teachers' absenteeism on pupils academic performance in public primary schools in Longido District, Arusha, Tanzania. The researcher had formulated four objectives including; to identify status and causes of teachers absenteeism in public primary school in Longido District, to examine the extent to which teachers' absenteeism affect syllabus coverage in public primary schools in Longido District, to examine how teachers' absenteeism affects pupils' performance in public primary schools in Longido District, and to identify good practices that will help to reduce teacher absenteeism in public primary schools in Longido District.

The study adopted both primary and secondary methods of data collection where questionnaire, interview and review of documents methods were used to obtain information for the study. A total of 55 respondents were involved in the study including one DEO, one Head of TSC, five WEOs, eight head teachers and forty primary school teachers. Collected data were analyzed qualitatively and quantitatively.

Also the study revealed that social-demographic factors such age sex, and experience in teaching affects teachers' status of absenteeism. The study sought find out if teachers' absenteeism affected syllabus coverage in given years. Data have shown that syllabus coverage was affected at a great extent. The information gathered in this study have evidenced that many teachers do not complete their syllabus because of extreme absenteeism. This denies pupils the right to cover the whole package in a given year as indicated in the primary school curricula. Therefore, this impacts academic performance among primary school pupils.

The study findings revealed that majority of all respondents indicated that teachers absenteeism affect primary pupils performance to a large extent. Therefore, teachers' absenteeism affects primary pupils' academic performance, thus hindering their academic achievement. As indicated in the above paragraph, teachers' absenteeism affects completion of the syllabus thus affecting pupils negatively. Every time lost by a teacher is so important to enable teaching and completing syllabus on time.

The study has shown that measures that can be used to reduce teachers' absenteeism are introduced a teachers' register, strict supervision by head teachers, conduct an attendance situation audit, involve teachers in developing an attendance recognition plan, train administrators to emphasize attendance in a positive way, improve work conditions for teachers, community involvement, increased visits from the district education administrators. Also the study has suggested that dismissal from service, transfer of teachers to other stations, and counseling could help to reduce the problem.

5.3 Conclusion

The findings from this study have revealed that teachers' absenteeism is caused by a number of factors including family and social responsibilities; poor work conditions; poor health and accidents. The study has also revealed the extent to which teachers' absenteeism affect syllabus coverage in primary schools in Longido District, assessed teachers' absenteeism affects pupils' academic performance in primary schools in Longido District, and suggested good practices that may help to reduce teachers' absenteeism in primary schools in Longido District. In order to minimize teachers' absenteeism in schools, the study suggests that teachers must be motivated so that they can actively be willing to attend at school as required. Motivations include rewards and allowances as well as recognition. Then, the study posits that strict measures are to be observed by school administration and inspectors regarding teachers' laziness and unwillingness to attend in schools.

5.3.1 Recommendations

The study came up with the following recommendations to policy makers, ministry of education as well as education stakeholders;

- (i) Teachers should highly be motivated by providing incentives in order to increase regular attendance, revising absenteeism-conducive policies, and promoting positive work environment.
- (ii) Public primary school management should be encouraged to allow their teachers to keep clean record of attendance rates and also take strict disciplinary measures so as to discourage absenteeism.

- (iii) In view of the findings, the study recommends schools to institute policy changes like that of maintaining attendance roll for teachers wherein teachers log in and out every single day. Equally introduction of biometric attendance register will be ideal to curb absenteeism.
- (iv) The government and other none-state actors should provide good financing schemes to facilitate for teachers needs so as to reduce the cases of teachers absenting themselves from school to go and carry out other businesses due to low remuneration.

5.3.2 Recommendations for Further Studies

The findings obtained in this study may not be totally reflective of the impact teachers' absenteeism on pupils' performance in public primary schools in Tanzania.

The researcher therefore proposes the following suggestions for further studies:

- (i) Similar study should be replicated to other parts of the country or with a larger sample size.
- (ii) Further study should be carried out to examine the relationship between teacher motivation and work attendance
- (iii) A comparative study should be done to identify rates of absenteeism private primary schools.

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LIST OF APPENDICES

Appendix 1: Checklistfor School Records

I'm Daniel G. Temu pursuing Masters of Education in Administration and Policy Studies at the Open University of Tanzania. The researcher is carrying out a study research titled“ **Assessment of Teachers Absenteeism on Pupils academic performance in Public Primary Schools in Longido District**” I kindly request you to fill in my data sheet and answer the provided questions with important information/data as it is directed by instructions given. The information you provide will be kept with confidentiality, and only used for academic purpose of this study.Thank you for your good cooperation.

1: SECTION A: Personal Particulars (put a tick to an appropriate answer)

Name of a School.....

Ward.....

Sex; Female.....Male.....

Qualifications.....(a) Certificate (b) Diploma (c) Bachelor Degree..... (d) Masters and above

Work experience (a) 1-5 years (b) 6-9 years (c) 10 and aboveyears

2: SECTION B. (a) Data sheet (checklist) for school records (class journal, attendance book, and permission book)

| ABSENTEEISM CASES | NUMBER OF ABSENTEES | |
|---|---------------------|------|
| | 2016 – 2017 | 2018 |
| Illness | | |
| Official duty | | |
| Leave eg; maternal, study leave etc. | | |
| Missing classes | | |
| Lateness/leave early | | |
| Absence with no permission | | |
| Extending permission leave | | |
| Family problems | | |
| Social problems eg; wedding, refreshment, death etc | | |

Appendix 2: Checklist for District Education Department and Teachers Service Commission

I'm pursuing a Masters of Education in Administration and Policy Studies at the Open University of Tanzania. The researcher is carrying out a study research titled "**Assessment of Teachers Absenteeism on Pupils academic performance in Primary Schools in Longido District**" I kindly request you to fill in my data sheet and answer the provided questions with important information/data as it is directed by instructions given. The information you provide will be kept with confidentiality, and only used for academic purpose of this study. Thank you for your good cooperation.

1: SECTION A: Personal Particulars (put a tick to an appropriate answer)

Name of a department.....

Sex; Female.....Male.....

Qualifications.....(a) Certificate (b) Diploma (c) Bachelor Degree..... (d) Masters and above

Work experience (a) 1-5 years (b) 6-9 years (c) 10 and above years

2: SECTION B. Data sheet (checklist) for recording absenteeism cases at district level.

| FACTORS FOR ABSENTEEISM | NUMBER OF ABSENTEEISM CASES | |
|--|-----------------------------|------|
| | 2016 – 2017 | 2018 |
| Illness | | |
| Official duty | | |
| Official leave eg; maternal, study leave etc. | | |
| Truancy.eg;excessivedrinking,abusingleave,leaving with no permission | | |
| Transfer | | |
| Family social problems e.g death, wedding e.t.c | | |
| Other factor if any | | |

Thanks, your contribution is highly acknowledged and appreciated.

Appendix 3: Questionnaires for Public primary School Teachers

I'm pursuing Masters of Education in Administration and Policy Studies at the Open University of Tanzania. The researcher is carrying out a study research titled **"Assesment of Teachers Absenteeism on Pupils academic performance in Primary Schools in Longido District"** I kindly request you to fill in my data sheet and answer the provided questions with important information/data as it is directed by instructions given. The information you provide will be kept with confidentiality, and only used for academic purpose of this study. Thank you for your good cooperation.

1: SECTION A: Personal Particulars (put a tick to an appropriate answer)

Name of a School.....

Ward.....

Sex; Female.....Male.....

Qualifications.....(a) Certificate (b) Diploma (c) Bachelor Degree..... (d) Masters and above

Work experience (a) 1-5 years (b) 6-9 years (c) 10 and above years

SECTION B: Examining on how teachers absenteeism affects pupils

1. Have you ever been outside your working station/classroom in past ten months? (a) Yes (b) No

2. By rough estimation how many days you didn't attend classroom lesson in the past two years i.e 2017 and 2018. Regardless of reasons. (a) 1-5 (b) 6-10 (c) 11-20 (d) 21 –above ()
3. Do you think that your absence to classroom whether directly or indirectly have affected academic performance of your class? (a) yes (b) no ()
4. If the answer is 'YES' on question 3 can you explain and if "NO" show how do you ensure your absence does not affect students' performance?

.....

.....

.....

.....

.....

5. Have you ever taught standard one three classes in past three years?

(a) Yes (b) No ()

6. If the answer is "Yes" in question "5". In rough estimation how many student were unable to read, write and do simple counting? (a) 1-10 (b) 11-20 (c) 21-30 (d) 31 and above()
7. Can you explain how, the number of days you were absent contributed whether directly or indirectly to your pupils' illiteracy?

.....

.....

8. How was the pupils' performance in your lesson in their std iv or vii national examination results, in the past three years if you have ever taught in one of the mentioned classes.

(a) 100% (b)90 -70% (c)69-50% (d)below 50% ()

9. If performance was below 70%, how some days you were absent contributed to your poor subject performance ?

.....

10. Do you have any extra duty assigned to you apart from teaching?

(a)yes (b) no ()

11. Have you ever missed lessons because of being assigned other duties or being outside the working station due to extra duties?(a) yes (b) no ()

12. If yes on question 12 do you agree that your extra duties assigned to you affected students' performance?(a) Yes (b) no ()

13. Did you finish syllabus at the right time as specified by your scheme of work? (a)Yes (b) No ()

14. If you finished it late, do you think that some days which you were absent contributed your failure to cover syllabus? (a) Yes (b) No

**OTHER ISSUES TO EXAMINE ON TEACHERS ABSENTEEISM TO
PUPILSPERFORMANCE**

| NO | Statement | Strongly Agree | Agree | Neutral | Disagree |
|-----------|--|-----------------------|--------------|----------------|-----------------|
| 01 | Workplace absenteeism increases pupils lower attendance because no serious follow-up is made up on their absence hence, affecting learning. | | | | |
| 02 | If a teacher is absent of the class most of the pupils'commits in disciplinary actions such as frequent noise making, going out of the classes most of the time unreasonably,hence affecting their learning. | | | | |
| 03 | Teacher absenteeism is among of the major factor for poor performance among pupils in their standard seven primary leaving examination | | | | |
| 04 | Teachers absenteeism causes poor and weak close follow of a teacher to pupils on issues related to learning progress and performance in academic | | | | |
| 05 | Teachers who are most absent (especially late comers and early leavers) have poor classroom preparation because come late and leave early, causing students to perform poorly in their examinations. | | | | |
| 06 | In most cases if pupilsdon't know how to read, write and counting one way or another is connected to a teacher absence in classroom. | | | | |

| | | | | | |
|----|--|--|--|--|--|
| 07 | Teachers who did not finish syllabus at the right time as specified by the curriculum, school plans and scheme of work or completed it late because of absenteeism contributed to poor learning and performance to their respective teaching subjects. | | | | |
| 08 | Some of the teachers who have a tendency regular absenteeism(esp. late comers/early leavers) provides few exercise, sometimes poorly marked, in rare cases serious followup is made to evaluate, asses and understand students ability and progress. | | | | |

SECTION C: Measures to be taken

Generally what are your recommendations on what should be done to ensure workplace absenteeism does not affect academic performance of pupils?

.....

.....

Thanks, your contribution, is highly valued and appreciated

Appendix 4: Interview Guide for Head Teachers

I'm pursuing Masters of Education in Administration and Policy Studies at the Open University of Tanzania. The researcher is carrying out a study research titled "**Assesment of Teachers Absenteeism on Pupils academic performance in Primary Schools in Longido District**". I kindly request you to fill in my data sheet and answer the provided questions with important information/data as it is directed by instructions given. The information you provide will be kept with confidentiality, and only used for academic purpose of this study. Thank you for your good cooperation.

Qualifications.

Work experience;

1. According to your experience what are most common forms of either outside classroom or outside school absenteeism among teachers?
2. Do you think teachers' absenteeism had ever affected academic performance at your school in past three years?
3. Have you ever experienced teachers who come late and leave early but also who attend their lesson late and leave early in past two years?
4. If the answer is "yes" how did they affect academic performance at your school?
5. Do you concur with my point that, most of teachers who are always absent/late comers have poor lesson and classroom preparation causing students to perform poorly in their examinations?

6. Do you have some pupils in standard one to three at your school who don't know how to read, write and count?
7. If yes on question 6, do you think absence in classroom has some contribution on pupils' illiteracy?
8. If you agree on question 7 explain how?
9. Did all teachers who were most absent finish syllabus at the right time as specified by curriculum and scheme of work?
10. If was finished late, or some do not finish it at all, do you think that were contributing to poor performance at your school?
11. Apart from above explained factors is there any extra reason(s) which affect students' performance and learning due to teachers' absenteeism? If any show how?
12. Generally what are your strategies used to ensure teachers' absenteeism does not affect pupils academic performance at your school?

Thanks, your contribution is highly valued and appreciated

Appendix 5: Interview Guide for Ward Education Officer

I'm pursuing Masters of Education in Administration and Policy Studies at the Open University of Tanzania. The researcher is carrying out a study research titled **"Assessment of Teachers Absenteeism on Pupils Academic Performance in Primary Schools in Longido District"** I kindly request you to fill in my data sheet and answer the provided questions with important information/data as it is directed by instructions given. The information you provide will be kept with confidentiality, and only used for academic purpose of this study. Thank you for your good cooperation.

Qualifications

Work experience;

1. According to your experience what are most common forms of either outside classroom or outside school absenteeism among teachers?
2. Do you have some pupils in standard one to three classes in your ward who don't know how to read, write, and count?
3. Can classroom absenteeism among teachers in your ward have some contributions on pupils' illiteracy?
4. How many times have you inspected primary school in your ward in past four months especially those found in remote areas ?
5. Did you notice any teacher absenteeism cases to some schools visited within past one year?
6. What were the major forms of teachers absenteeism noticed in your ward?

7. Do you think the mentioned forms affected academic performance to respective schools?
8. Did you notice whether most absent teachers have poor lesson preparation, don't complete syllabus at right time and their lessons performs poorly?
9. As an education coordinator, do you think poor performance of some schools in your ward is due to unreasonable and repeated absences of some teachers?
10. If "yes" on question 8, explain how absences among teachers affect academic performance?
11. Apart from above explained factors is there any extra reason(s) which affect students' performance due to teachers' absenteeism? If any show how?
12. Generally what are your strategies used to ensure teachers absenteeism does not affect academic performance in public primary schools at the ward level?

Thanks, your contribution is highly valued and appreciated

Appendix 6: Interview Guide for District Primary Education Officer

I'm pursuing Masters of Education in Administration and Policy Studies at the Open University of Tanzania. The researcher is carrying out a study research titled **“Assessment of Teachers Absenteeism on Pupils Academic Performance in Primary Schools in Longido District”** I kindly request you to fill in my data sheet and answer the provided questions with important information/data as it is directed by instructions given. The information you provide will be kept with confidentiality, and only used for academic purpose of this study. Thank you for your good cooperation.

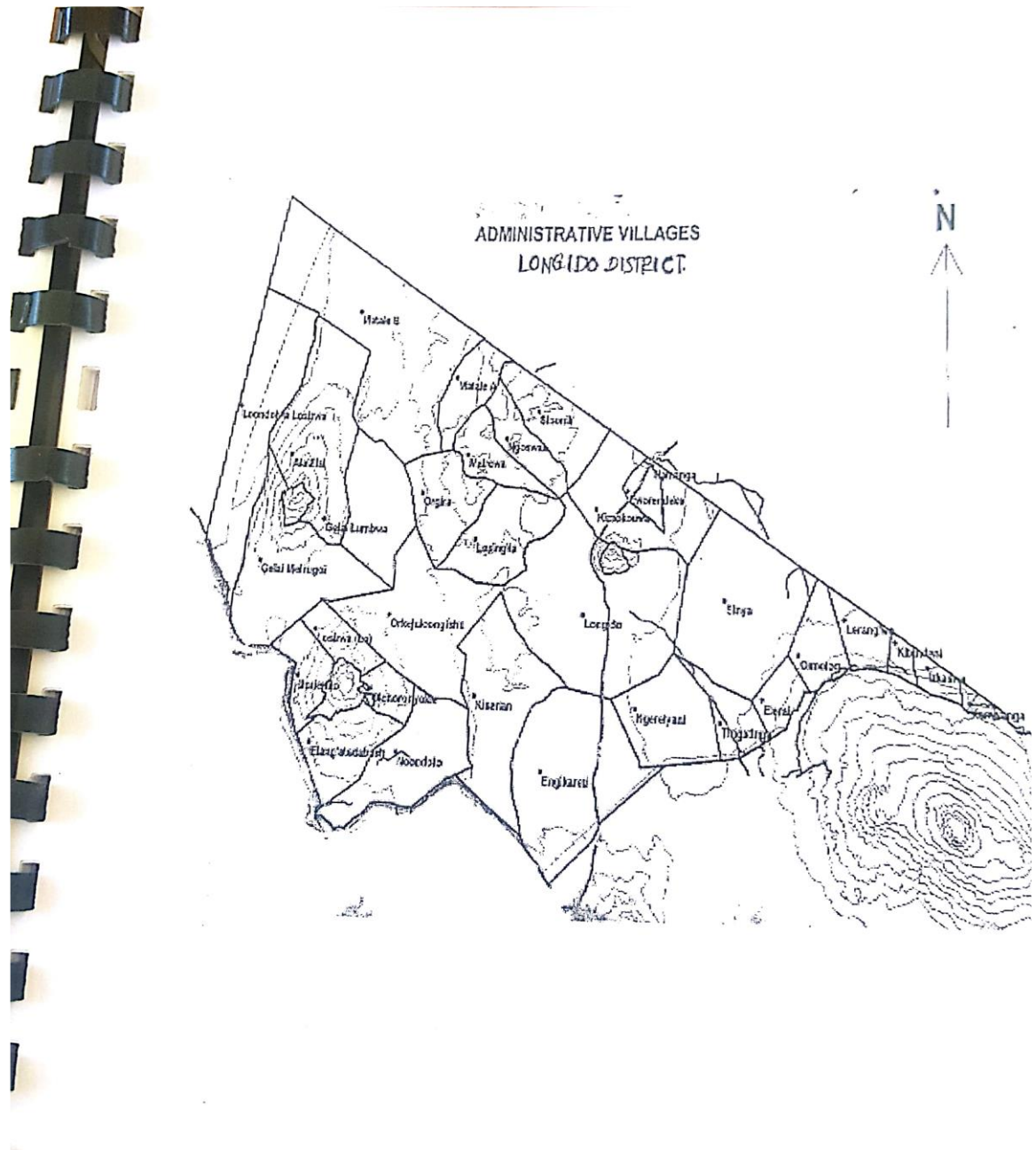
Qualifications

Work experience;

1. According to your experience what are most common forms of either outside classroom or outside school absenteeism among teachers?
2. Do you have pupils of standard one to three in your district who don't know how to read, write, and count?
3. Can absenteeism among teachers in your district have some contributions on pupils' illiteracy?
4. How many times have you inspected primary schools in your district in past eight months especially those found in remote areas ?.....
5. Did you notice any teacher absenteeism case to some schools visited within past eight months?

6. If “yes”, on question 5, do you think it affected academic performance to that school(s)?
7. At the time of your visit, did you notice whether most absent teachers have poor lesson preparation, don't complete syllabus at right time and their lessons performs poorly?
8. As an education supervisor, do you think poor performance of some schools in this district is due to unreasonable and repeated absences of some teachers?
9. Generally, can you explain on how teachers' absenteeism affects academic performance of pupils in public primary schools in your district?
10. Apart from above explained factors is there any extra reason(s) which affect pupils' performance and learning due to teachers' absenteeism? If any show how?
11. Generally, what are the strategies in place to ensure workplace absenteeism among teachers does not affect learning and performance in public primary schools?

Thanks, your contribution is highly valued and appreciated



Appendix 8: Clearance Letter

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF POSTGRADUATE STUDIES

P.O. Box 23409
Dar es Salaam, Tanzania
<http://www.openuniversity.ac.tz>



Tel: 255-22-2668992/2668445
ext.2101
Fax: 255-22-2668759
E-mail: dpgs@out.ac.tz

REF: PG201609529

16th July, 2020

**District Executive Director,
Longido District,
P. O. Box 8530,
LONGIDO.**

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1st January 2007. In line with the Charter, the Open University mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr. Daniel Geoffrey Temu Reg. No: PG201609529** pursuing **Masters Degree of Education in Administration, Planning and Policy Studies**. We here by grant this clearance to conduct a research titled **"Assessment of Teachers Absenteeism on Pupils Learning in Public Primary Schools in Longido District"**. He will collect his data in the primary schools located in your district between 20th July to 20th August 2020.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O. Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly, thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours Sincerely,

Prof. Hossea Rwegoshora
**For: VICE CHANCELLOR
THE OPEN UNIVERSITY OF TANZANIA**

Appendix 9: Permission Letter

HALMASHAURI YA WILAYA YA LONGIDO

Barua zote ziandikwe kwa
Mkurugenzi Mtendaji
Halmashauri ya Wilaya Longido
Simu No. 027-2539603/2
Mobile: +255 625 242 545
E mail: ded@longidodc.go.tz
Tovuti: www.longidodc.go.tz



S.L.P. 84,
LONGIDO,
MKOA WA ARUSHA.

Tafadhali unapojibu taja:

KUMB. NA. HW/LONG/EL/P/01/20

20/07/2020

Walimu Wakuu,
Shule za Longido, Ketumbeine, Kimokouwa, Mangula,
Namanga, Noondoto, Oltepes, Orbomba, na Ranchi.
Halmashauri ya wilaya Longido.

Maafisaelimu Kata,
Kata za Elang'atadapash, Iloirienito, Longido,
Ketumbeine, na Namanga.
Halmashauri ya wilaya Longido.

Yah: KIBALI CHA KUFANYA UTAFITI KWENYE SHULE ZA MSINGI

Husika na kichwa cha habari hapo juu.

Tafadhali naomba umpokee na kumruhusu **Ndugu Daniel Geoffrey Temu** ambaye ni mwanafunzi wa Shahada ya Uzamili katika Chuo Kikuu Huria cha Tanzania kwa ajili ya kufanya utafiti hapo shuleni/katani kwako kuhusiana na masuala ya kielimu.

Mada yake ya utafiti inahusu **"Assessment of Teacher's Absenteesm on Pupils Learning in Primary Schools ni Longido District"**.

Kwa barua hii, kibali kinatolewa kwa mtafiti huyo kufanya utafiti wake na unaelekezwa kumpatia ushirikiano wa kutosha ili aweze kukamilisha utafiti huo.

Nashukuru kwa ushirikiano wako.


E. Kisosi

Kny. MKURUGENZI MTENDAJI
HALMASHAURI YA WILAYA YA LONGIDO
Kny. Mkurugenzi Mtendaji
HALMASHAURI YA WILAYA
LONGIDO.

Nakala:
Mkurugenzi Mtendaji,
Halmashauri ya Wilaya ya Longido

- Aione kwenye jalada

Ndg. Daniel Geoffrey Temu

- Rejea barua ya chuo yenye Kumb. Na: PG201609529
ya tarehe 16/Julai/2020

1

Appendix 10: Plagiarism Report

ASSESSMENT OF TEACHERS ABSENTEEISM ON PUPILS LEARNING IN PUBLIC PRIMARY SCHOOLS IN LONGIDO DISTRICT

ORIGINALITY REPORT

| | | | |
|------------------|------------------|--------------|----------------|
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